

The Role of Communicators in Instilling Moral Values in Adolescents at RPTRA Malinjo, South Jakarta

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Abstract

The cultivation of character values is very urgently needed in forming virtuous teenagers. Character education will strengthen the moral construction of teenagers so that they are not easily swayed in the face of various trials in their lives. The success of the planting cannot be separated from the role of communicators who have special characteristics as communicators. This research focuses on RPTRA Malinjo Jakarta, which is led by Pembina as a communicator. The target in inculcating character values is aimed at teenagers considering that adolescence is a period of searching for identity and is a period that is vulnerable to various kinds of good or bad influences in their environment. Literature review used in this research is the concept of role, the concept of communicator characteristics, the concept of inculcating character values, the concept of youth. The research approach departs from a qualitative approach with data collection techniques with in-depth interviews with RPTRA coaches who meet the characteristics of communicators who carry out their roles in these duties and also to young people in RPTRA. So that the results of the study indicate that the role of the communicator, namely the RPTRA coach in instilling character values, carries out two roles overall. who are credible, have attractiveness and have the power to instill ethical values in various ways and methods. The research approach departs from a qualitative approach with data collection techniques with in-depth interviews with RPTRA coaches who meet the characteristics of communicators who carry out their roles in these duties and also to young people in RPTRA. So that the results of the study indicate that the role of the communicator, namely the RPTRA coach in instilling character values, carries out two roles overall. who are credible, have attractiveness and have the power to instill ethical values in various ways and methods. The research approach departs from a qualitative approach with data collection techniques with in-depth interviews with RPTRA coaches who meet the characteristics of communicators who carry out their roles in these duties and also to young people in RPTRA. So that the results of the study indicate that the role of the communicator, namely the RPTRA coach in instilling character values, carries out two roles overall. who are credible, have attractiveness and have the power to instill ethical values in various ways and methods.

Keywords: Role, communicator, moral values, youth.

INTRODUCTION

Education regarding character in the current era is very urgent to be carried out for efforts to form positive adolescent morality. Moreover, the current conditions are very concerning. These conditions include the weakening of family ties which are basically the most important forum for fostering these character values. Then there is the tendency of our teenagers' behaviors that lead to negative, destructive, and weak ethics they have. Moreover, our environmental conditions are rife with criminal acts, KKN, violence, gambling, pornography, juvenile delinquency and others that lead to a moral crisis. Therefore, it is necessary to have the role of parents, teachers, lecturers or community mentors and others to instill these moral values. Adolescents are according to WHO, are residents with an age range of 10-19 years, while according to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, adolescents are residents with an age range of 10-18 years. The Population and Family Planning Agency (BKKBN) divides the age range of adolescents between 10 to 24 years and also unmarried (Diananda, 2018). Adolescents are very vulnerable to the bad influence of their environment, especially now that there are many exemplary crises that occur in teenagers as a result of the absence of qualified learning about character, busy parents, bad environmental influences and others. Moral values according to the Competency-Based Curriculum of the Ministry of National Education Center include 13 areas of character, including belief in God Almighty and obeying the rules (faith), obeying religious teachings, tolerance, discipline, responsibility, self-control, love, togetherness and mutual cooperation, have a sense of loyalty, respect each other, have manners, respect each other, be polite, have a sense of shame, show honesty (Zuriah, 2007). Etymologically, character comes from the words mind and character. The word buddha comes from bud which in Sanskrit means awareness, understanding, and intelligence. (Sutjipto, 2014). In the Big Indonesian Dictionary (Language Center of the Ministry of National Education, 2005) mind is an inner tool which is a combination of reason and feeling to weigh good and bad.

With the provision of character education, it will strengthen the moral construction of adolescents so that they are not easily swayed in the face of various kinds of temptations and seductions in their lives. (Zubaedi, 2005). Salah satu hal penting cara menanamkan nilai-nilai budi pekerti tersebut adalah dengan komunikasi. Bentuk komunikasi untuk penanaman budi pekerti ini adalah dengan komunikasi interpersonal. Agar seluruh hal bisa efektif dan mencapai tujuannya maka perlu peran komunikator tepat yang yang paling tepat supaya tujuan berhasil. Komunikator merupakan individu yang berperan dalam mengirim dan menyampaikan pesan pada proses komunikasi (Hardiansyah, 2010). Komunikator yang baik memiliki karakteristik antara lain: memiliki kredibilitas, memiliki Daya Tarik Komunikator (Hasmawati, 2020). Daya tarik komunikator di mata komunikan merupakan modal yang penting dalam mencapai tujuan komunikasi. Dan memiliki Kekuatan atau Kekuasaan Komunikator Karakteristik yang ketiga adalah kekuatan atau kekuasaan (power). Kekuasaan komunikator dapat diterima melalui empat cara (Twilight, 2013) namely: a. Charisma. b. Authority authority. c. Competence or expertise. d. Fulfillment (compliance).

Meanwhile, the role of communicators in the success of inculcating character values is very important. This is supported by the most appropriate communication characteristics used in the process of inculcating these character values. The role concept is the behavior expected of someone who has a status. The various roles that depend on and are related to a state are called role sets. The role of communicators according to Goldberg in a group communication has the following roles: (Muaripin, 2015) namely (1) the role of the initiator-contributor, namely conveying new ideas and information to members. (2). Information giver, namely providing information in the form of facts and generalizations that can be trusted. (3). The reviewer (elaborator) plays a role in outlining ideas by giving examples or understandings that have been explored. (4). Steering is a role in defining the group's position based on the group's goals and indicating if there is a deviation from the group's principles.

This research was conducted at RPTRA Malinjo, South Jakarta. RPTRA (Child Friendly Integrated Public Space) is one of the public open space facilities initiated by the DKI Provincial Government and the Community Empowerment, Women and Family Planning Agency in order to create a child-friendly city with complete facilities that support children's growth and development, including playgrounds, sports

fields, sports, as well as a library that can facilitate language skills and increase children's interest in reading. In this study, it is devoted to the role of the coach in inculcating noble character values, either directly or indirectly, to youth in RPTRA.

In tracing previous research that is relevant to the problem, among others, from Anuar Rasyid's 2020 research on. The Effectiveness of the Role of Communicators in Community Empowerment at the PTPN V Community Development Partnership Program in Pekanbaru, the results of which are that Respondents' response to the role of communicator is effective. This shows that the respondents considered the communicator to have played a good role. Then from Rhegi 2017 with the title The Role of Communicators in a Marketing Communication Process (Case Study at Generali Insurance Agent) with the result that as a consultant who helps customers prepare future funds and better financial planning, plays a role in helping customers obtain claims. Then the third research was from Ihwanul Muaripin 2015 entitled The Role of Communicators in Group Communication in instilling the value of faith with the results of the study that The role of the communicator fulfills three roles, namely as credibility, power and attractiveness which is owned by the Blitar boarding school supervisor. From the three studies, it is clearly different because the results of this author's research result in the role of communicators and typical communicator characteristics carried out by RPTRA coaches to adolescents in RPTRA in inculcating character values considering that these teenagers are not in a permanent situation.

With the diverse backgrounds of youth in RPTRA, both in terms of socio-culture, economy and others, it becomes a challenge in itself in terms of inculcating this character. Based on the background that has been stated above, the researcher formulates the problem of this research as follows: "What is the role of the coach as a communicator in instilling moral values in adolescents at RPTRA Malinjo, South Jakarta?"

RESEARCH METHODS

This research departs from qualitative research. Qualitative research is carried out in a natural setting. Qualitative research is of specific relevance to the study of social relations, owing to the fact of the pluralization of life worlds. Or in other words, qualitative research is a specific relation to the study of social relations related to the facts of the pluralization of the world of life. (Aryanti, 2019). Qualitative research is intended to understand human behavior, from the perpetrator's own frame of reference, namely how the actor views and interprets activities from the point of view of his stance. The data collection instruments include interviews, observations and literature studies. In this study, interviews were conducted with key informants, namely the supervisor of the Malinjo RPTRA, namely Mrs. Tati and also with several of her fostered teenage children. Then the researchers also made observations. Documentation is a method used to convey documents by using accurate evidence from records of certain sources of information from essays or writings, wills, books, laws, and so on.

The final stage is the data analysis stage. which includes stages (Rijali, 2018) namely (1). Data collection is when analyzing the results of data collection in interviews, observation results and various documents based on classifications that are in accordance with the research questions then the data is developed through data searching which is then followed by (2.) Data reduction is a form of analysis that can sharpen and classify data, classifying, discarding unnecessary data and organizing the data in such a way that it can draw a verified final conclusion. (3). Presentation of data is a series of organizational information that makes it possible to draw research conclusions. (4). Drawing conclusions is part of a complete preparatory step. conclusions were also verified during the study.

In the formulation of the validity check (trustworthiness) the data involves, among others, the criteria for the degree of trust (credibility), transferability (dependability), and certainty (confirmability). Of the four criteria, the qualitative approach has eight data checking techniques, namely participation extension, observation persistence, triangulation, peer checking, adequacy of references, negative case studies, member checking, and detailed descriptions. (Hadi, 2010). One of the credibility tests is triangulation. Triangulation is a method that is tried to test whether information is said to be valid

or not against information obtained from research.(Alfansyur, 2020). In qualitative research, there are four types of triangulation techniques, namely data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation. In this research, the researcher conducted a credibility test by triangulating sources in order to sharpen the reliability of the data if it was done by checking the data obtained during the research through several existing sources or informants. In addition, researchers carried out triangulation techniques, namely by using different data collections in order to obtain data from the same data source. Then conducted observations and in-depth interviews, as well as documentation studies for data sources which were carried out simultaneously.

RESULT AND DISCUSSION

RPTRA Profile

RPTRA was built in order to provide a child-friendly integrated public space equipped with physical facilities to function as a means of providing services and activities, especially for children and residents. So that RPTRA becomes a place for children to grow and develop, a place for social activities for local residents as well as adding green open space and a place for groundwater absorption. RPTRA is a center for learning, training, development and referral of various activity groups. RPTRA Malinjo is located on Jalan Malinjo, RT 06 RW, Pejaten 06 Village, Pasar Minggu District, South Jakarta. This RPTRA was inaugurated by the Governor of the Special Capital Region of Jakarta, Mr. Basuki Tjahaja Purnama on February 14, 2017. In extracting information, the researchers took key informants, namely Ms. T as RPTRA coach and 5 (five) informants from RPTRA youth.

Distinctive characteristics of RPTRA coaches as communicators

The coach has the credibility of the communicator because he has expertise in science, the trust obtained from the communicant and also the empathy that the coach has. The expertise in science referred to here is that the coach has managerial ability in directing the RPTRA children in a good way so that the communication that is built becomes effective. In terms of the communicator skill indicator, it has been tested quite well considering that this key informant has served twice as the head of the supervisor and managing it is not easy. Must go through the stages of training and others in order to dream of competence and also given certain training in order to further broaden existing insights. The key informant explained further to the researcher: "We manage the RPTRA and also receive training. The new or the old. We get education for children, youth or health and others." Here it can be seen that the supervisor's credibility is owned by the RPTRA supervisor, considering that in this RPTRA the supervisor is dealing with people with various characters. "

Then, in growing the trust of the communicant, it is built because the personality of the head coach has a good personal character, such as being friendly but firm and full of love. Then for the social sensitivity that the head of the coach has made the RPTRA children feel comfortable when communicating and being in the RPTRA.

Then in terms of the attractiveness of the communicator, the head coach has an attractiveness because it is easy to get along with teenagers in the RPTRA so that it is also easy to convey communication messages. Then the power as a communicator is owned because of the charisma of the head coach who has been the head of this RPTRA coach for 2 periods.

The Role of RPTRA Trustees as Communicators

From the results of the analysis, it can be summarized that the role of this RPTRA coach in inculcating character values, among others

1. The role as the originator or contributor of ideas or information to RPTRA children regarding matters that need to be conveyed or reported to the highest person in charge of the tasks and work they carry out, also has the idea of collaborating with other parties to establish cooperation with other

institutions. For example, the head of the builder is fully responsible for the proper functioning of the RPTRA, besides that he also establishes cooperation with campuses including the National University Campus, Pancasila Campus, Gunadarma Campus, and Sampurna Campus. This was stated by the key informant as follows:

"We have been collaborating since the beginning. For example, there are many activities here, such as trainings in collaboration with Pancasila, UNAS, Gunadarma and others. They routinely provide good training for children, but also for mothers around here who often come here often, positive training for example about character, or other things."

2. The role as a director is as a leader who directs children and educates them, provides an understanding of things that are good to do and tries to avoid things that are not good that may conflict with religion, culture and others.

The messages conveyed by the communicator, which is a set of symbols, both verbally and non-verbally conveyed by the RPTRA supervisor to represent ideas and character values. In this case, the communicator strives for the message to be conveyed effectively, according to the RPTRA supervisor, he must be able to design a message about these moral values so that it can have the expected impact on the communicator. Communication is done more often directly face to face and also by telephone or WhatsApp. For a communicator, a message to be communicated has clear content, but what needs to be considered is the management of the message. Message management, especially related to the cultivation of character values, tends to use two sides (two-sided). So that the message conveyed is not patronizing, but the teenagers actually provide feedback with discussion so they don't feel that teenagers are only targeted objects. The RPTRA coach chose to use an interpersonal communication approach that was full of personal closeness.

Cultivating moral values

The inculcation of character values includes: The things behind the need for the RPTRA to participate in instilling noble character, so that children, especially teenagers who often come to use RPTRA, can decorate themselves with good morals and character. Along with the development of the times, sometimes more and more teenagers behave in a way that is not in accordance with the order of life that needs to be based on character values. Based on the results of interviews conducted by the author to key informants, among others:

Table 1. Implementation of Moral Values

No	Mark	Description	Implementation and Delivery Method
1	Believe in God Almighty and obey the rules (faith).	Attitudes and behaviors that reflect belief and trust in God Almighty	Children are taught to always instill kindness in each other and always be grateful for the existing situation, often held joint dialogues about religious values without being patronizing.
2	Obedying religious teachings	Attitude and behavior that reflects obedience, not disobedience and obey carry out his orders and avoid his prohibitions.	You are taught to always be reminded when it is time for prayer and so on by direct communication via verbal
3	Tolerance	Attitudes and behaviors that reflect tolerance and respect for	In playing, it is not allowed to discriminate between socio-economic

		the opinions, ideas, and behavior of others who agree or disagree with themselves.	background, school origin, religion and others. They are taught to be able to blend in with each other, also to tolerate each other if they have these differences. Delivered when children are in RPTRA or messages via WA media
4	Self discipline	Attitudes and behaviors that reflect obedience, order, loyalty, and regularity of one's behavior towards the applicable norms and rules.	Always taught to use masks in the hall area, games, but if you are exercising, it can be conveyed through verbal communication and also through the WA group or direct Japri
5	Responsibility	The attitude and behavior of a person to carry out his duties and obligations, which he should do to himself, society, the environment (social nature), the State and God Almighty.	RPTRA cooperates with various parties to involve children in participating in competitions such as speeches and children are trained to be responsible and in the and there are many children who excel. Delivered through direct verbal communication and through WhatsApp groups and private networks
6	Self control	A person's ability to self-regulate with regard to abilities, passions, ambitions, desires and fulfillment of a sense of satisfaction and needs in life.	Usually for teenagers, when they gather at the RPTRA, there are children who like to fight over small things, have different opinions and so on. Usually the coach immediately intervened and had to be able to contain each other's emotions. Delivered through direct verbal communication and through WhatsApp groups and private networks
7	Love and affection	A person's attitude and behavior that reflects the element of giving attention, protection, respect, responsibility and sacrifice towards loved ones and loved ones.	Always taught not to hate each other, forgive other people's mistakes and also don't hesitate to apologize if there are mistakes. Teens admit that they have a playroom ythat can foster a sense of mutual care, which can beconvey through direct verbal communication and through WhatsApp groups and private networks
8	Togetherness and gotong royong	Attitudes and behaviors that reflect awareness and willingness to help each other and give each other selflessly.	Having a special way of writing and also being reminded with great personal closeness about the habits of <ul style="list-style-type: none"> ➤ Washing hands ➤ Hair straightening ➤ Dress modestly ➤ Tidy up again after gathering at RPTRA

			Delivered through direct verbal communication and through WhatsApp groups and private networks
9	Have a sense of solidarity	Attitudes and behaviors that reflect concern for others, determination, a sense of solidarity and love for others and their groups.	Empathy for the sick and visiting each other. However, during this pandemic this is not done.
10	Mutual respect	Attitudes and behavior to respect in the relationship between individuals and groups based on the norms and procedures that apply.	Taught to be ready <ul style="list-style-type: none"> ➤ Helping friends ➤ Helping PKK mothers and supervisors at RPTRA
11	Have manners and manners	Polite attitudes and behavior in acting and speaking to others without offending/hurting and respecting the applicable procedures in accordance with norms, culture and customs.	For example, teenagers who often joke and make noise are told to calm down and respect their environment. Besides, there are often events. which can be embedded with character. Among others: <ul style="list-style-type: none"> ➤ Respect elders ➤ Appreciate friends ➤ Eat and drink politely ➤ Speak politely ➤ Behave politely ➤ Respond politely
12	Have shame	Attitudes and behaviors that show displeasure, humiliation, lowliness for doing something that is not in accordance with conscience, norms and rules.	Must be able to dress modestly and other things that are delivered directly with an interpersonal approach
13	Show honesty	An attitude and behavior to act honestly and as it is, not lying, not doing anything, not being added, not being reduced, and not hiding information.	Teenagers are given the responsibility for cleanliness, return of books in their place and are willing to be participants in the competition to represent RPTRA. For this purpose, it is implanted, among others: <ul style="list-style-type: none"> ➤ honesty ➤ responsibility ➤ discipline ➤ independent

Overall, ethical values are always instilled not rigidly, but conveyed by means of ordinary chats or sending messages through WA groups. According to key informants stated that:

“The cultivation of character values can be done at any time, for example, it is better for us to speak directly to them directly and clearly. Reminding us that before Covid there were many activities, but after Covid, some activities were carried out using Zoom Meeting or Google Meet. If during the pandemic there are also many competitions offered on Education Day, Teacher's Day and others, there indirectly children are also trained to be responsible, achieve maximum achievements and so on.”

Discussion

Various kinds of activities to support the cultivation of moral values in RPTRA:

1. religious activities, for example, there are commemorations of Islamic holidays, religious studies and others. This is usually done by parents who use RPTRA as a meeting location and activities and young children participate.
2. manners are taught once they (teenagers) start joining the RPTRA. Indirectly, children are always taught about manners starting from the smallest things by greeting when they meet, and so on.
3. Joint cleaning activities. This activity is carried out together by working together.
4. Social activities in order to train social sensitivity. Social sensitivity can be built so that teenagers are often involved in social activities.
5. Competitions held by external parties. Usually these teenagers are involved in various kinds of competitions.



Figure 1. Competition activities

6. Joint event activities with the division of tasks together with full honesty and responsibility. Examples of activities carried out:



Figure 2. Cooperation Activities with external parties

For example, information on competitions disseminated by the head of RPTRA



Figure 3: Competition Activities

Method of Cultivating Moral Values

The pattern of planting character values is carried out through several methods, including:

1. The method of habituation is to get used to giving character values so that awareness is realized to do or not to do it. Two-way communication patterns are more often done so that children are given the opportunity to respond to the stimuli presented by the coach. The head of the builder does not hesitate to always remind.
2. Methods of growing children's solidarity through groups
This method is done by getting children to interact in groups so that they have collective strength, this is done by means of interpersonal or group communication.

CONCLUSION

In the process of inculcating the moral values instilled by the RPTRA coaches, it is not fixed on one field, but it can be said to be in accordance with the theory, namely there are 13 areas of character, including belief in God Almighty and obeying the rules (faith), obeying religious teachings, tolerance, discipline, responsibility, self-control, love, togetherness and mutual assistance, have a sense of loyalty, respect each other, have manners, respect each other, be polite, have shame, show honesty.

The role of communicators in instilling character values occurs when the head coach or coordinator with RPTRA youth is included in 2 roles, namely the role as the initiator or contributor of ideas or information, especially in terms of instilling character values to youth in RPTRA, and the role as a director, which is to play a role in defining the position of the group based on the purpose of inculcating character values and showing if there are deviations including rules that are contrary to moral values so that the youths want to correct them. In the process of inculcating these values, the RPTRA coaches have the characteristics of being a strong communicator, namely being credible, having expertise in interacting and understanding youth with the training that is followed and also having power as a coach which is regulated by official legality. In this way, the youth in the RPTRA will have additional values of noble character for life in the future. have expertise in interacting and understanding teenagers with the training that is followed and also has power as a coach which is regulated by official legality. In this way, the youth in the RPTRA will have additional values of noble character for life in the future. have expertise in interacting and understanding teenagers with the training that is followed and also has power as a coach which is regulated by official legality. In this way, the youth in the RPTRA will have additional values of noble character for life in the future.

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